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ABSTRACT

This curriculum guide for teaching the history of Florida is designed as a teaching unit in the Social Studies program for fourth graders in the Duval County Public Schools (Jacksonville). The central theme is "Our Widening World," and the primary idea is how conflict and interdependence brought about the growth and development of Florida. Lesson plans with estimated teaching times, primary and secondary ideas, objectives and suggested activities are followed by an appendix containing additional materials for use in the classroom (maps, games and puzzles, limericks and a list of famous Floridians). (CMG)

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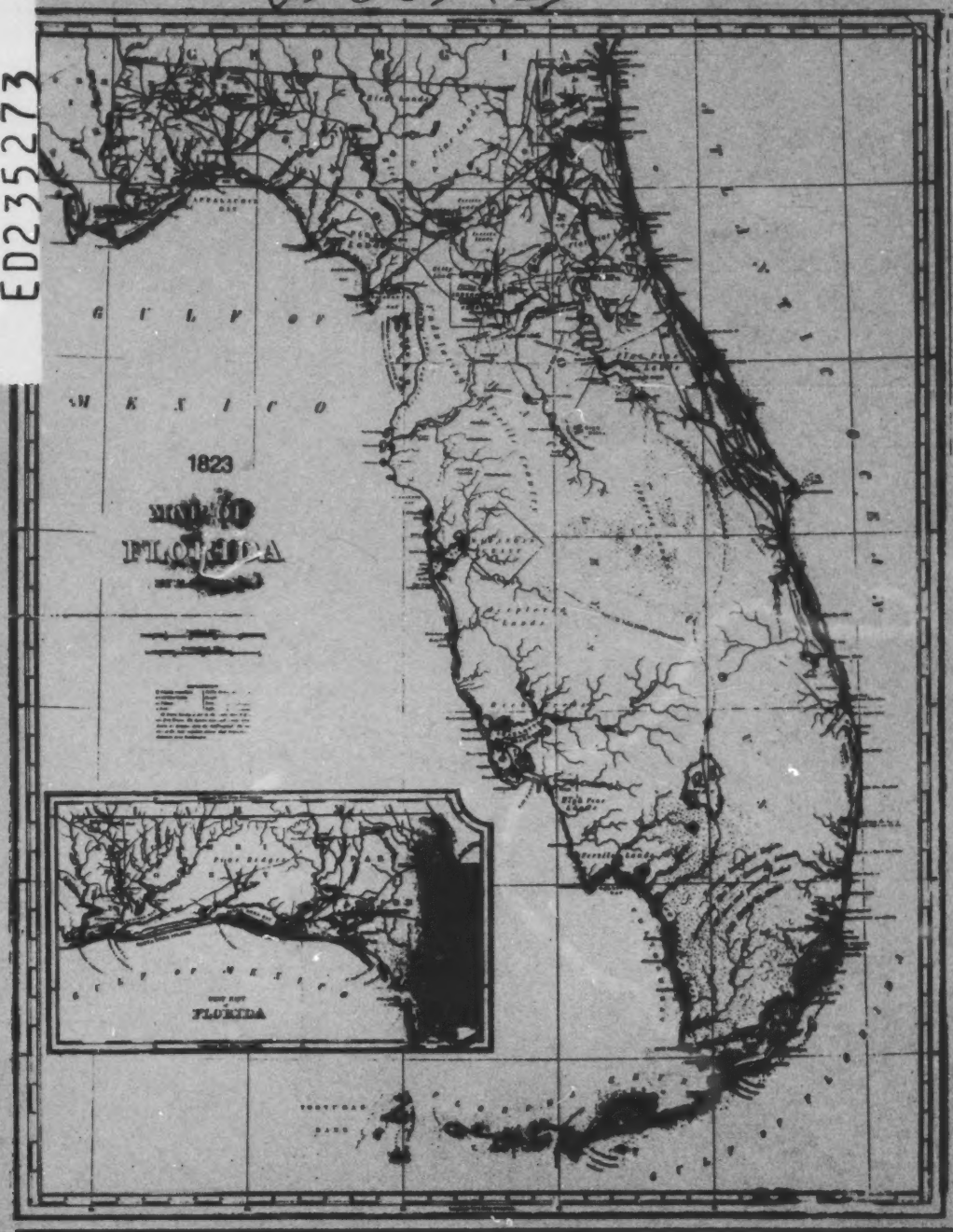

SOCIAL STUDIES
GRADE FOUR
FLORIDA HISTORY
CURRICULUM GUIDE

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DUVAL COUNTY
PUBLIC SCHOOLS

JACKSONVILLE, FLORIDA

HERB A. SANG, SUPERINTENDENT

INTRODUCTION

This Florida Studies Curriculum Guide is designed as a teaching unit in the social studies program in grade four.

The theme as recommended by the Duval County Social Studies Curriculum Guide: Grades 1-5 for this unit is "Our Widening World" with the primary idea being how "Conflict and interdependence brought about the growth and development of Florida." The suggested activities will assist students in appreciating the discovery, exploration and colonization process which occurred in Florida; plus, how these settlers dealt with the adversity of their new environment. These activities are varied in scope and content. Teachers should not feel limited to these recommended activities but are encouraged to adapt the ideas presented to meet student needs.

These materials were prepared by a committee of teachers, lead by Mrs. Polly Gray, teacher at Arlington Heights Elementary, with the special assistance of Mrs. Barbara Walch, instructor and consultant on American minorities with emphasis on Indian affairs at Florida Junior College, Downtown Campus. The committee would like to thank the supervisors and coordinators of social studies in Dade, Orange, Pasco, Indian River, Volusia, Polk, Palm Beach, and Brevard Counties for their permission to use many of their county's Florida Studies materials.

The materials presented are designed to assist in the teaching of the minimum objectives to be taught. All materials may be reproduced as the materials were developed as a supplement to commerical textbooks on Florida and the county adopted text for social studies.

FLORIDA HISTORY SCOPE AND SEQUENCE

GRADE LEVEL: Four THEME: Our Widening World

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEAS:

3.1 The desire for power led to the discovery, exploration, and colonization of Florida.

3.2 Conflicting needs cause people to change their environment.

3.3 People struggle to overcome adversities in their environment.

3.4 People influence the use of resources in their environment.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.1 The desire for power led to the discovery, exploration, and colonization of Florida.

OBJECTIVE: 3.1.1 Given proper materials and directions, the student will locate the peninsula of Florida on a map and identify the state boundaries, the Atlantic Ocean, and the Gulf of Mexico.

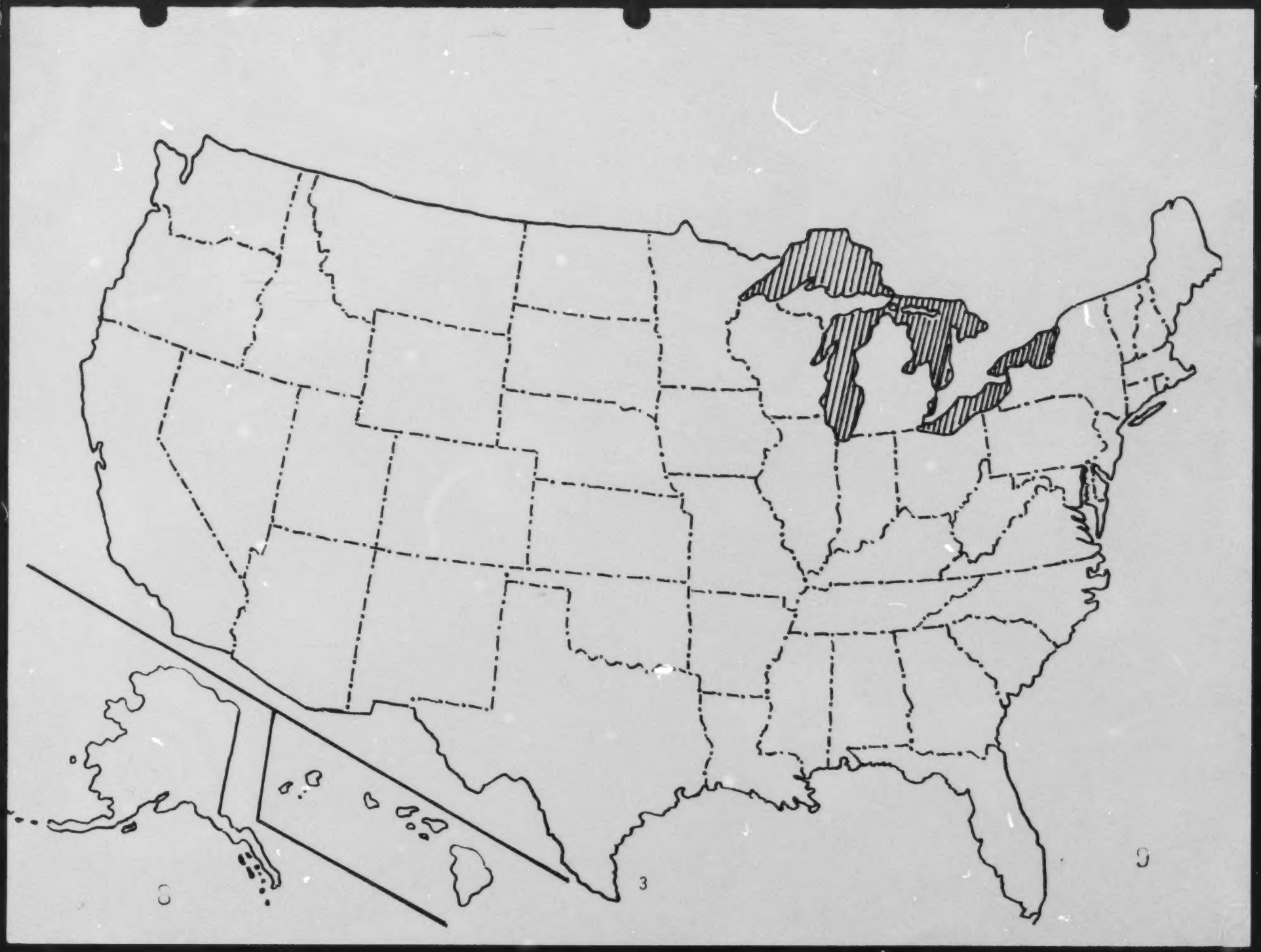
SUGGESTED ACTIVITIES

Materials

Copy of United States map.

Directions or Strategies

Give each student a copy of an outline map of the United States. Using any United States map as reference, the student will locate the following boundaries: Atlantic Ocean, Gulf of Mexico, Georgia, and Alabama.



GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.1 The desire for power led to the discovery, exploration, and colonization of Florida.

OBJECTIVE: 3.1.2 Given proper materials and directions, the student will identify and describe the contributions of Ponce de Leon, Hernando de Soto, and Pedro Menendez to the exploration and colonization of Florida.

SUGGESTED ACTIVITIES

Materials

Textbooks.

Directions or Strategies

Using any textbook as resource, the teacher will guide the class to complete information on a chart on the board concerning Ponce de Leon and Hernando de Soto.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.1 The desire for power led to the discovery, exploration, and colonization of Florida.

OBJECTIVE: 3.1.2 Given proper materials and directions, the student will identify and describe the contributions of Ponce de Leon, Hernando de Soto, and Pedro Menendez to the exploration and colonization of Florida.

SUGGESTED ACTIVITIES

A chart outline may look as follows:

Topics	Ponce de Leon	Hernando de Soto
Reason for Expedition	Searched for an island said to be filled with riches and water that would make men young again.	Search for gold and pearls.
Discovery	Florida territory, which he named "La Florida," which means "place of flowers."	Territory from Old Tampa Bay area northwest to present day Tallahassee area.
Contribution	Claimed Florida for King of Spain. Tried to colonize with group of 200 people, but effort failed.	Explored over 4,000 miles for the King of Spain. Discovered Mississippi River.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.1 The desire for power led to the discovery, exploration, and colonization of Florida.

OBJECTIVE: 3.1.2 Given proper materials and directions, the student will identify and describe the contributions of Ponce de Leon, Hernando de Soto, and Pedro Menendez to the exploration and colonization of Florida.

SUGGESTED ACTIVITIES

Materials

Ditto sheet.

Directions or Strategies

Using any source for reference, have students sequence information on the following sheet.

Using any source for reference, number the following statements in the order in which they happened.

PEDRO MENENDEZ

_____ Menendez landed in Florida on St. Augustine's Day in 1565. He named the area St. Augustine.

_____ The Spanish king sent Menendez to Florida to find and destroy Fort Caroline.

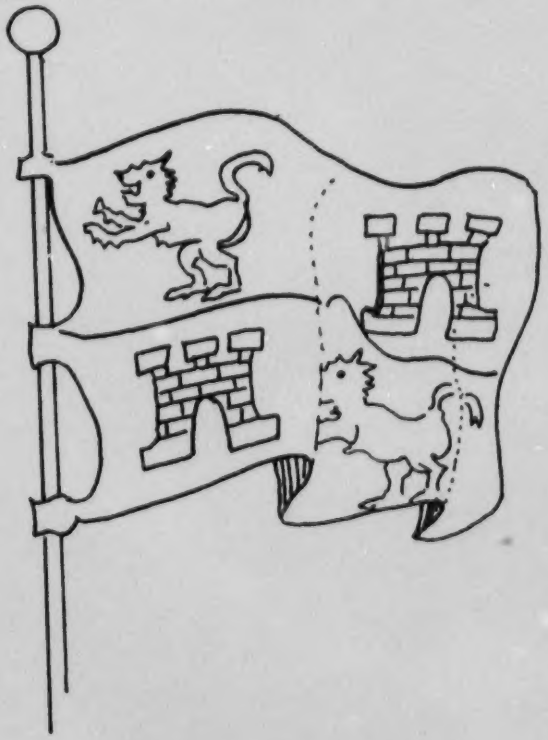
_____ The Castillo de San Marcos was built to protect the city.

_____ Menendez told the king he would use his own money to start a colony.

_____ Menendez asked the king to let him start a colony in Florida.

_____ Menendez captured Fort Caroline and killed all but a few Frenchmen.

_____ The king was pleased with Menendez's plan to start a colony. He appointed Menendez governor of Florida.



Answer key: 6, 1, 7, 4, 3, 2, 5

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME Three Days

PRIMARY IDEA:	3.0	Conflict and interdependence brought about the growth and development of Florida.
SECONDARY IDEA:	3.1	The desire for power led to the discovery, exploration, and colonization of Florida.
OBJECTIVE:	3.1.3	Given proper materials and directions, the student will identify and describe Jean Ribault's and Rene de Laudonniere's contributions to the French colonization of Florida.

SUGGESTED ACTIVITIES

Materials

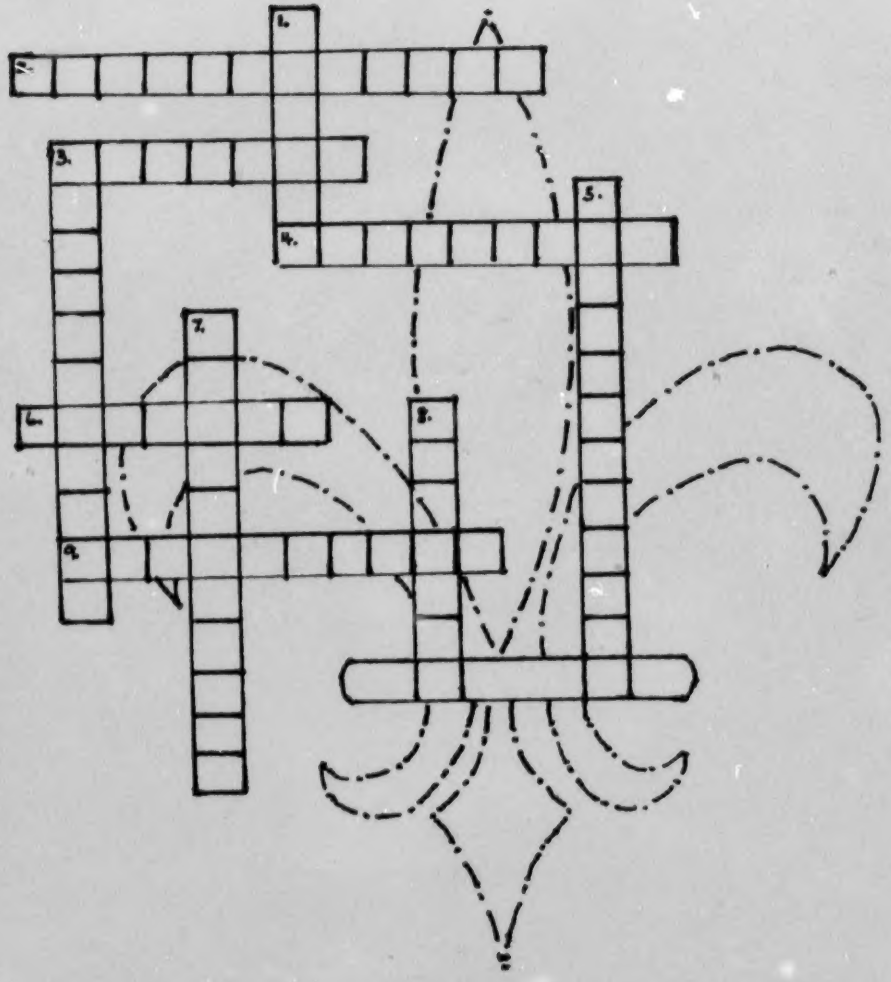
None.

Directions or Strategies

Arrange a field trip to Fort Caroline and the Ribault Monument for a lesson on French contributions to the colonization of Florida.

Information learned on the trip may be reinforced with construction of a mural. Groups may research the French flag, costumes, ships, paintings by Jacques Le Moyne, and the structure of Fort Caroline.

The French Explorers



Across

2. Laudonniere built this fort at the mouth of the St. Johns River.
3. This French artist drew many pictures of the French and Indians.
4. This French Protestant group came to Florida to find freedom of worship.
6. The tribe of Timucuans who helped the French settle in Florida.
9. The name Ribault gave the river that is now called the St. Johns.

Down

1. A group of people from France who explored northeast Florida.
3. The name of the Frenchman who built Fort Caroline.
5. Fort Caroline was built at the mouth of this river.
7. The name of a fort built by Ribault's men.
8. A French admiral who led a group from France to Florida in 1562.

10

20

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.1 The desire for power led to the discovery, exploration, and colonization of Florida.

OBJECTIVE: 3.1.4 Given proper materials and directions, the student will identify Jean Ribault's and Rene de Laudonniere's contributions to the French colonization of Florida by completing a corssword puzzle.

SUGGESTED ACTIVITIES

Materials

Copies of puzzle "The French Explorers."

Directions and Strategies

Following a discussion of French contributions of Florida, have the class complete the crossword puzzle.

A word bank may be written on the board.

ANSWER KEY

Across

2. Fort Caroline
3. Le Moyne
4. Huguenots
6. Indians
9. River of Mai (or May)

Down

1. French
3. Laudonniere
5. St. Johns River
7. Charlesfort
8. Ribault

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.1 The desire for power led to the discovery, exploration, and colonization of Florida.

OBJECTIVE: 3.1.5 Given proper materials and directions, the student will discuss three reasons why the early Spanish settlements on the west coast failed.

SUGGESTED ACTIVITIES

Materials

None.

Directions or Strategies

Have class "brainstorm" reasons for the failure of colonies on Florida's west coast. Make a list on the board.

Suggestions might include the following:

1. Attacks from Indians.
2. Lack of food and fresh water.
3. Lack of interest in forming permanent settlement.
4. Sickness among the settlers.
5. Bad weather such as hurricanes.
6. Swamps, insects, thick forests.
7. Lack of knowledge of survival methods.
8. Failure to learn to communicate with Indians.
9. Poor leadership.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE:
3.2.1 Given proper materials and directions, the student will discuss the importance of Florida to the British.
3.2.2 Discuss how the British obtained Florida from the Spanish.

SUGGESTED ACTIVITIES

Materials

Six copies of mini-play, Spain vs. Britain. Puppets may be used.

Directions or Strategies

Students study part in play. Teacher sets stage in class.

Students put on mini-play.

Teacher leads discussion of objectives.

MINI-PLAY - SPAIN VS. GREAT BRITAIN IN FLORIDA

Catherine — Five flags have flown over Florida at different times in Florida's history. This play is about three of them - the Spanish, English, and United States flags.

Diego — I am called Diego. I am a Spanish farmer who lives in northeast Florida. I grow many fruits and vegetables on my small farm. The weather is good for growing crops. We have enough for ourselves and some to sell.

I have one big problem. The Englishmen from the colonies of Georgia and South Carolina want my land. They often invade the Spanish territory. Many people die. I am afraid for my family.

James — My name is James Cooper. I am an English colonist from Georgia. I have a poor farm. There are many outlaws who attack farms like mine. Then they hide in Spanish Florida. My family and I are poor, and we live every day in fear.

John — As a British soldier, I, John Daniel, find my job very difficult to do. I protect and keep the English colonists from harm. My country does not get along with Spain. With Florida bordering Georgia, that is like having your worst enemy living in your backyard.

13

Pedro — My name is Pedro. I am a Spanish soldier. There are just a few of us. It is hard for us to keep the British out of Florida. There are too many of them. We also have problems with the Indians. My country would like to expand its land and add the British colony, Georgia, to Florida. We have been in Florida a long time, and we want to stay.

Catherine — Britain and Spain went to war. Britain captured Havana, Cuba. Spain lost the war. When a peace treaty was signed, Britain gave Havana back to Spain for all of Florida. After 250 years of Spanish control, Florida was now ruled by Great Britain. Britain now had its colonies safe. There was also a lot of land available for good farms. Britain started to encourage people to come and farm in Florida.

Diego — I am leaving my farm and moving to Mexico with my family. Perhaps I can find a place to live free from wars. Mexico is very far away. The move will be hard. But at least my children will be able to speak Spanish with their friends and grow up in a country where many customs are like those of Spain.

James — Now that Florida belongs to England, I plan to move near the western capitol of Pensacola. It's a perfect place to trap and trade. Perhaps I can start a business trading with friendly Indians. My family and I should do well.

Elena — I am from Greece. I want to work with the colonists in New Smyrna. Dr. Turnbull, the leader, has promised land in exchange for hard work. He says we will be able to grow many of the same crops we enjoy in Greece. My husband and I are taking cuttings from grape vines and olive trees.

Pedro — I am returning to Spain to serve my country. Perhaps I will again see beautiful Florida. I will never, never return under British rule.

Catherine — The American Revolution took place from 1775 to 1783. Since the American colonists were at war with England, and since England lost, Spain was able to return to Florida. As part of the peace treaty, the British colonies of East and West Florida were given to Spain. Spain gave England the Bahama Islands.

Spain did not hold Florida long. She gave Florida to the new United States in payment for money owed the USA.

General Andrew Jackson, leader of the American troops, gave the order to lower the flag of Spain. The American flag was raised to the top of the flagpole. Florida now belonged to the United States.

Florida decided to honor General Jackson. Our city of Jacksonville was named for him.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE: 3.2.3 Given proper materials and directions, the student will draw on a map the British division of Florida into two parts and label their capitals.

SUGGESTED ACTIVITIES

Materials

Map.

Directions or Strategies

On a given map have students label the following:

1. Pensacola
2. St. Augustine
3. Apalachicola River
4. East Florida
5. West Florida
6. Chattahoochee River
7. Mississippi River

Florida Under the English Flag

16

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.3 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.3.1 Given proper materials and directions, the student will identify two reasons why Florida became a part of the United States.

SUGGESTED ACTIVITIES

Materials

Map of United States and Florida (1795).

Directions or Strategies

The teacher may make a transparency of the map. Looking at the map, the students will each make a list of reasons why they think the United States wanted Florida. Afterwards, let the students share their reasons. The teacher will write these on the board.

Suggestions may be:

1. Trees for lumber.
2. Protection for ships sailing down the Mississippi.
3. Good harbors and rivers for trade.
4. Protection for Americans living there.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida

SECONDARY IDEA: 3.3 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.3.1 Given proper materials and directions, the student will identify two reasons why Florida became a part of the United States.

SUGGESTED ACTIVITIES

5. Protection for ships from Atlantic Ocean to Gulf.
6. Ownership of all land from Atlantic Ocean to Mississippi River.
7. Rich farmland.

United States and Florida (1795)

19

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.3 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.3.2 Given proper materials and directions, the student will explain why Tallahassee became the state capital.

SUGGESTED ACTIVITIES

Materials

Art materials for map making.

Directions or Strategies

Have children make a table map of Florida (salt-flour, tissue paper, sand, clay).

Build a replica of the first capitol building from cardboard cartons. (See drawing.)

Position the building over the location of Tallahassee. Compare the differences in distance that men had to travel from St. Augustine to Pensacola and from either city to Tallahassee.

Discuss the advantages of a central location. Guide students to discover whether or not Tallahassee is in a central location today.

21

First Capitol Building - Tallahassee

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.3 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.3.3 Given proper materials and directions, the student will read background information on the Seminole Wars and write two paragraphs showing the point of view of the new settlers and the Seminole Indians.

SUGGESTED ACTIVITIES

Materials

Ditto sheet.

Directions or Strategies

The teacher will read with the students information on the Seminole Wars. The students will then write two paragraphs - one showing the point of view of a Seminole Indian and one showing the point of view of a new settler.

THE SEMINOLE WARS

When Andrew Jackson marched his troops into Florida, Indians who lived in the northern part of the territory were driven into central Florida. The first Seminole War was fought over this forced resettlement. The Treaty of Moultrie Creek gave the Seminoles a reservation that stretched from Ocala to Lake Okeechobee.

New settlers began moving into Florida. Most were farmers and fishermen. They were interested in the rich farmland in central Florida. They wanted to use Florida resources to make a new life for themselves.

The United States government decided to move the Seminoles to the Indian Territory in Oklahoma. Many Seminoles refused to go. The second Seminole War was from 1835 to 1842. Osceola led the Seminoles in many battles. The Seminoles felt it was not right to be forced to leave land that had always belonged to them. The Indians lost this war. About 300 Seminoles fled into the Everglades and hid.

Today the Miccosukee and Seminole Indians in Florida are descendants of these 300 Indians.

In 1970, the government of the United States paid these descendants more than $12,000,000 for land lost during the war.

23

POINT OF VIEW

1. Pretend you are a new settler in Florida. You have moved your family to Florida to farm, to fish, and to make a good home for your children. Write a paragraph about why you feel you have the right to stay.

2. Pretend you are a Seminole farmer. Your family has farmed near Ocala for many, many years. The U. S. government wants you to move. Write a paragraph about why you feel you have the right to stay.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.3 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.3.4 Given proper materials and direction the student will discuss the Seminoles and Miccosukees and their roles in Florida history.

SUGGESTED ACTIVITIES

Materials

None

Directions or Strategies

Contact Margaret Smith, known as "Aunt Peggy", at 725-5817 to come to your school for a session of Florida folktales. On request, she will wear a Seminole "patchwork" dress made for her by Betty Mae Jumper, former Seminole chief. She will tell legends and folktales from Indian lore. She will also demonstrate toys, jewelry, crafts, and foods.

Mrs. Smith should be scheduled through the Professional Development office. Points are available. A fee is charged.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.3 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.3.4 Given proper materials and directions, the student will discuss the Seminoles and Miccosukees and their role in Florida history.

SUGGESTED ACTIVITIES

Materials

None

Directions or Strategies

Take a field trip to the Jacksonville Museum of Arts and Sciences to view the displays on the Seminole and Miccosukee Indians.

Following the trip, students may construct a model of a village showing early Indian life on the reservations. Chickees may be constructed of popsicle sticks and palm fronds. Clothespin dolls, bark canoes, and natural fibers are suggested additions.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME Two Days

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.3 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.3.4 Given proper materials and directions, the student will describe Florida's role in the Civil War.

SUGGESTED ACTIVITIES

Materials

15 copies of "Florida's Role in the Confederacy", transparency of Florida, transparency on "Two Methods of Preserving Meat", transparency of "Salt Works", transparency on "Cattle and Their Products", transparencies of Florida showing Battles of Olustee and Natural Bridge, overhead projector.

Directions or Strategies

The teacher will assign students to parts. Students will practice parts with help from teacher. They will present the play to the class. A discussion will follow.

FLORIDA'S ROLE IN THE CONFEDERACY

STUDENT 1 In the year 1861 war began between the United States of America and the Confederate States. This war lasted four years.

Florida went to war. The people were on the side of the South. They wanted more power to do things in their state. They did not want the United States government telling them what to do. They also wanted to keep their slaves.

STUDENT 2 (Show transparency of Florida on ov erhead.) Florida was hard to keep safe. There were 1,500 miles of coastline. (Student uses marker and goes around coastline on transparency.) There was too much land to keep safe.

STUDENT 3 The people in the North tried to block or stop southern ships. These ships carried cotton and tobacco to other countries to sell. After these goods were sold, the money was used to buy guns, bullets, and medicine for the South.

The blockades were successful because too much of Florida's coastline was shallow water. The northern ships could easily stop most of the southern ships.

STUDENT 4 Florida helped the South more by supplying salt. Salt was very important to the armies. Without it armies could not go far to fight. Salt was used to keep food from spoiling.

STUDENT 5 There were no refrigerators at that time. The people tried to save their meat from becoming rotten. They could do three things: (1) eat it quickly, (2) smoke the meat until it was dried, or (3) salt the meat. (Show transparency indicating 2 methods of preservation.) The men in the army salted their meat. This was the easiest way for them.

STUDENT 6 People would build places along the coastline to get salt. They would put sea water in large kettles. (Show transparency of salt works to class.) The water would boil away leaving the salt in the kettle. The salt was put in cloth bags and sent to the armies. Salt cost $1.00 a pound.

STUDENT 7 Florida's second contribution to the South was cattle. The cattle provided three things: (1) meat for food, (2) fat to make candles, and (3) hides or skins to make leather. (Show transparency on cattle and products.) The hides were treated with salt to make leather. The leather provided the armies with shoes, belts, and saddles.

STUDENT 8 Most of the cattle was raised in southern Florida near Kissimmee. Most of the cattle were rounded up and driven to Baldwin to be shipped by railroad. The cattle drive took 45 days.

STUDENT 9 The northern army tried to stop the cattle being sent to the southern army. The northern soldiers left Jacksonville. They were going to destroy the railroad bridge over the Suwanee River.

STUDENT 10 The two armies met and fought the Battle of Olustee near Ocean Pond. (Show transparency of Florida indicating Jacksonville, Baldwin, and Olustee.) The southern army defeated or beat the northern army. The northern army went back to Jacksonville. The supply route for the southern states was saved.

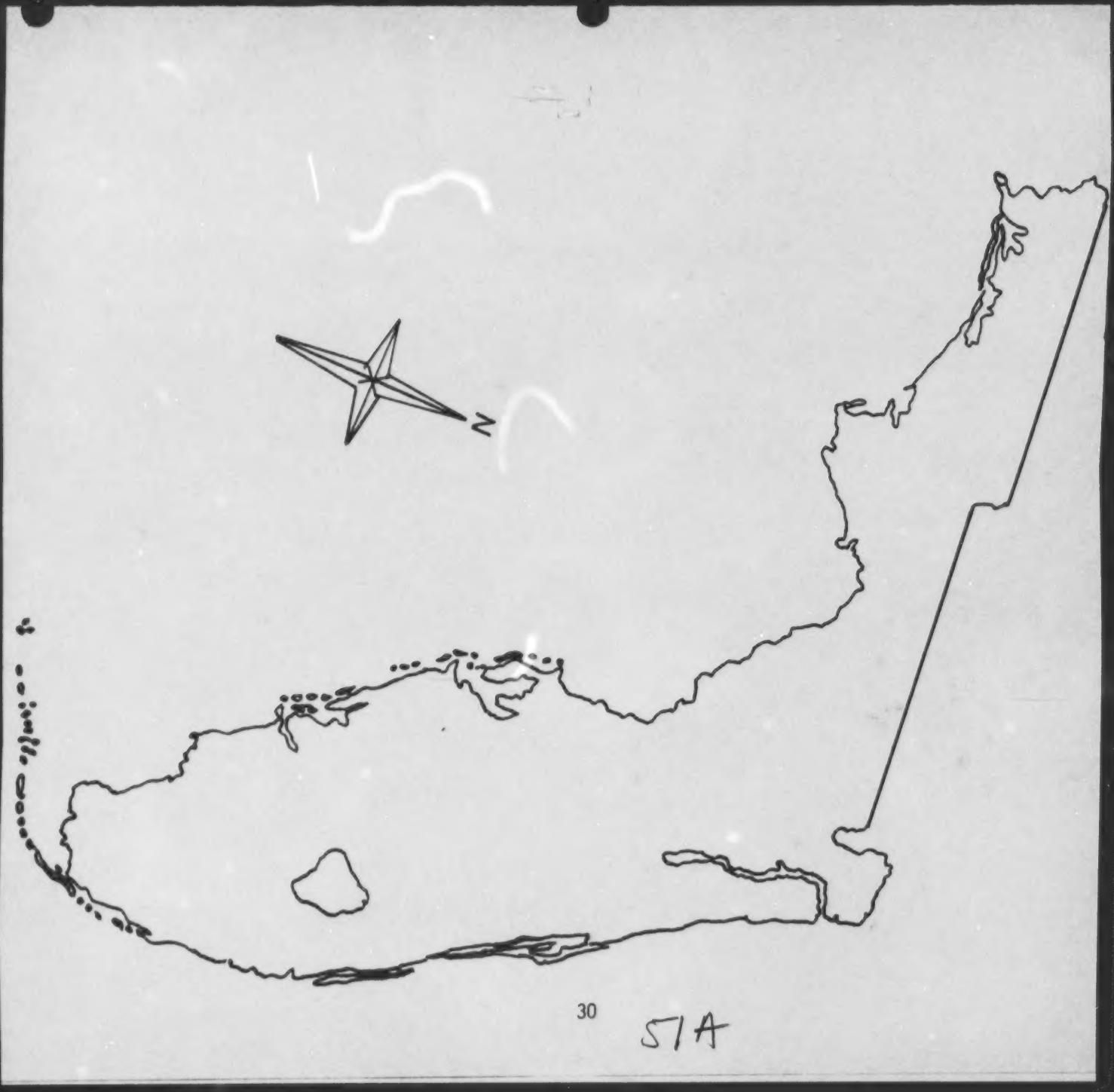
STUDENT 11 Florida's last important role in the war was raising food for its people. The best land for farming was near Tallahassee. Most of the food was shipped or sent out of St. Mark's. (Show transparency of Florida indicating St. Mark's, Tallahassee, and Newport.)

STUDENT 12 The northern army and navy were going to work together. The navy would take St. Mark's by water. The army would march by land and take Newton's and Tallahassee. A southern soldier found out about the plan.

STUDENT 13 The northern navy did not take St. Mark's because the water was too shallow for their ships. The northern army was defeated at Natural Bridge, a few miles south of Tallahassee.

STUDENT 14 The southern army saved Florida's capital, Tallahassee. This made Tallahassee the only southern capital east of the Mississippi not to be taken by the northern army.

STUDENT 15 One month later the southern general, Robert E. Lee, surrendered. In May, the Confederate troops in Tallahssee surrendered. Florida was once again a part of the United States.



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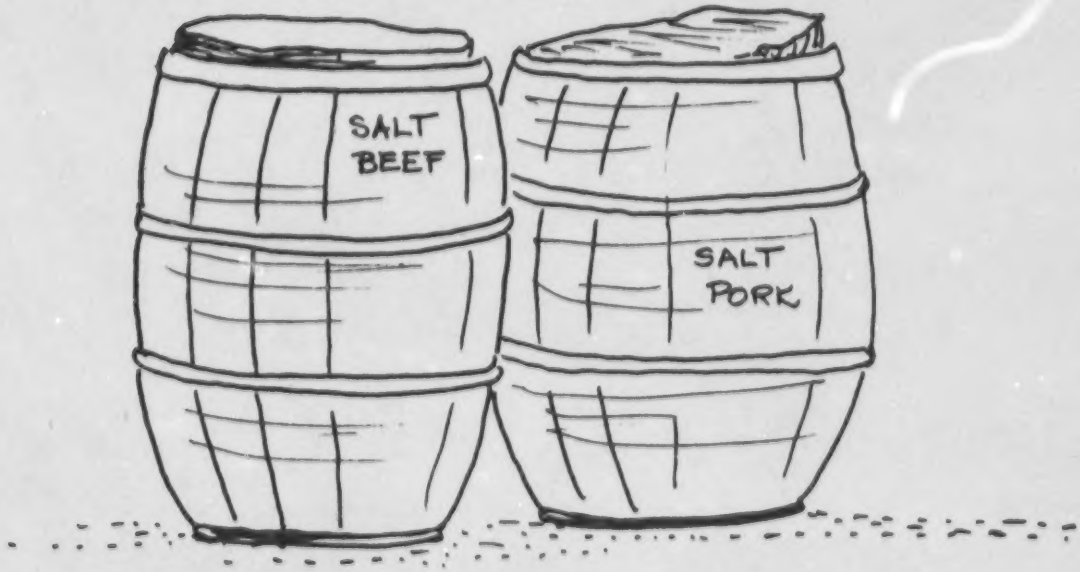
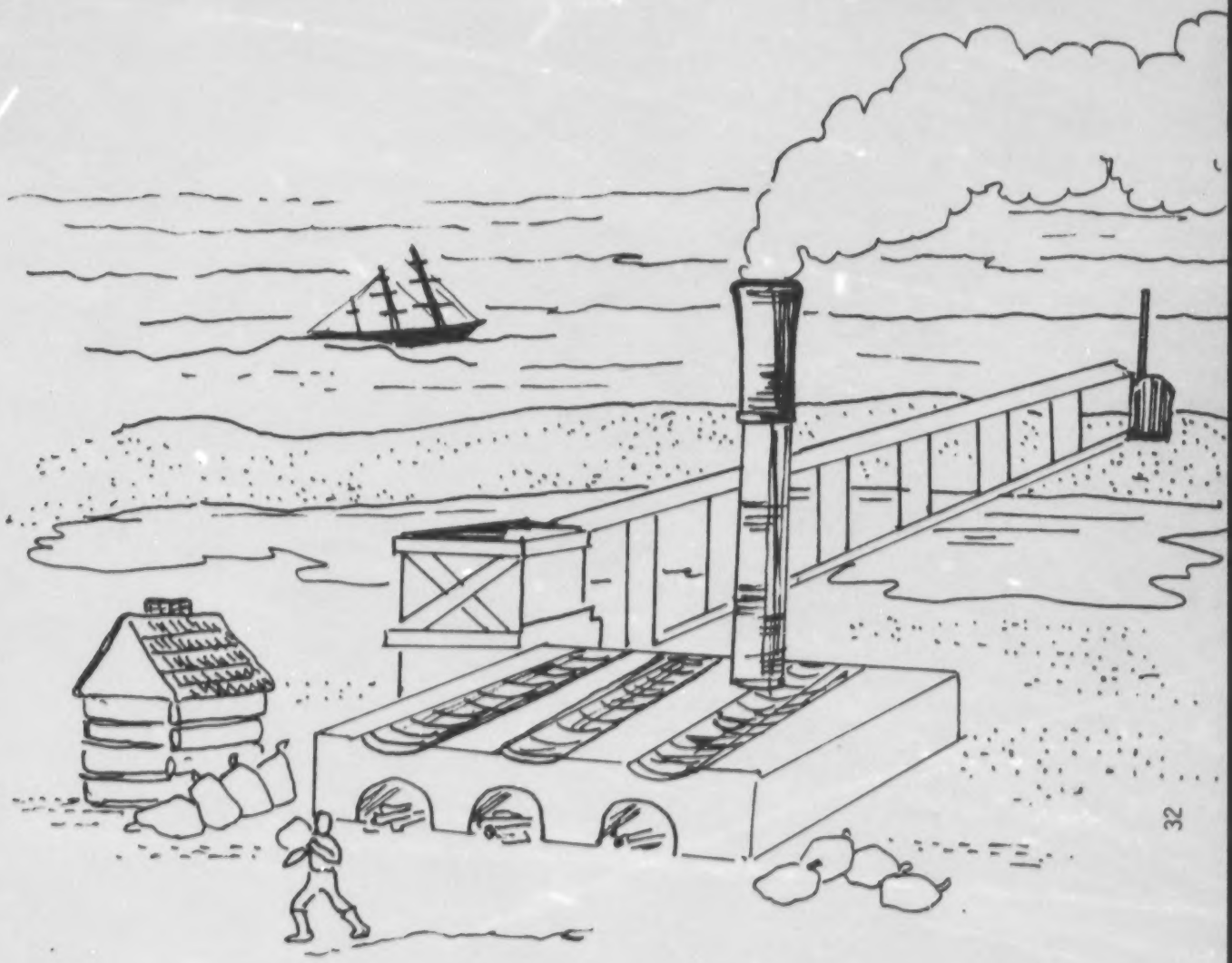
Smokehouse

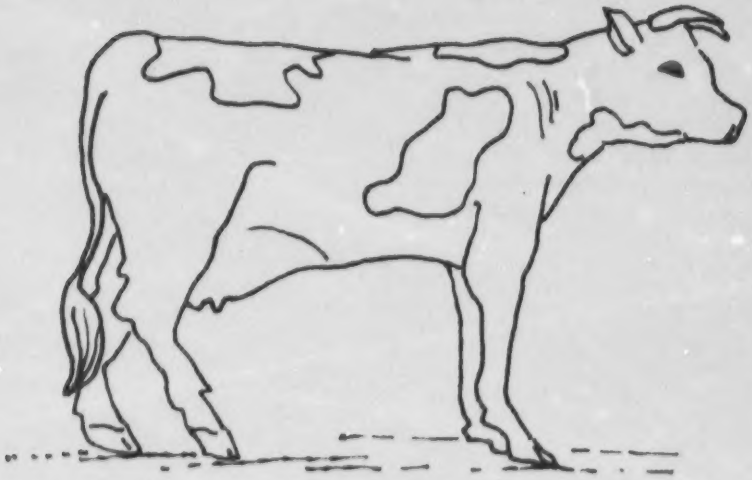


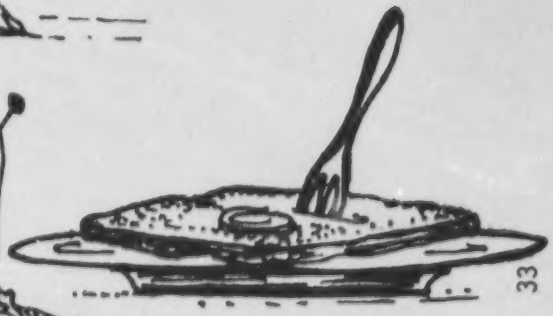
Two Methods of Preserving Meat



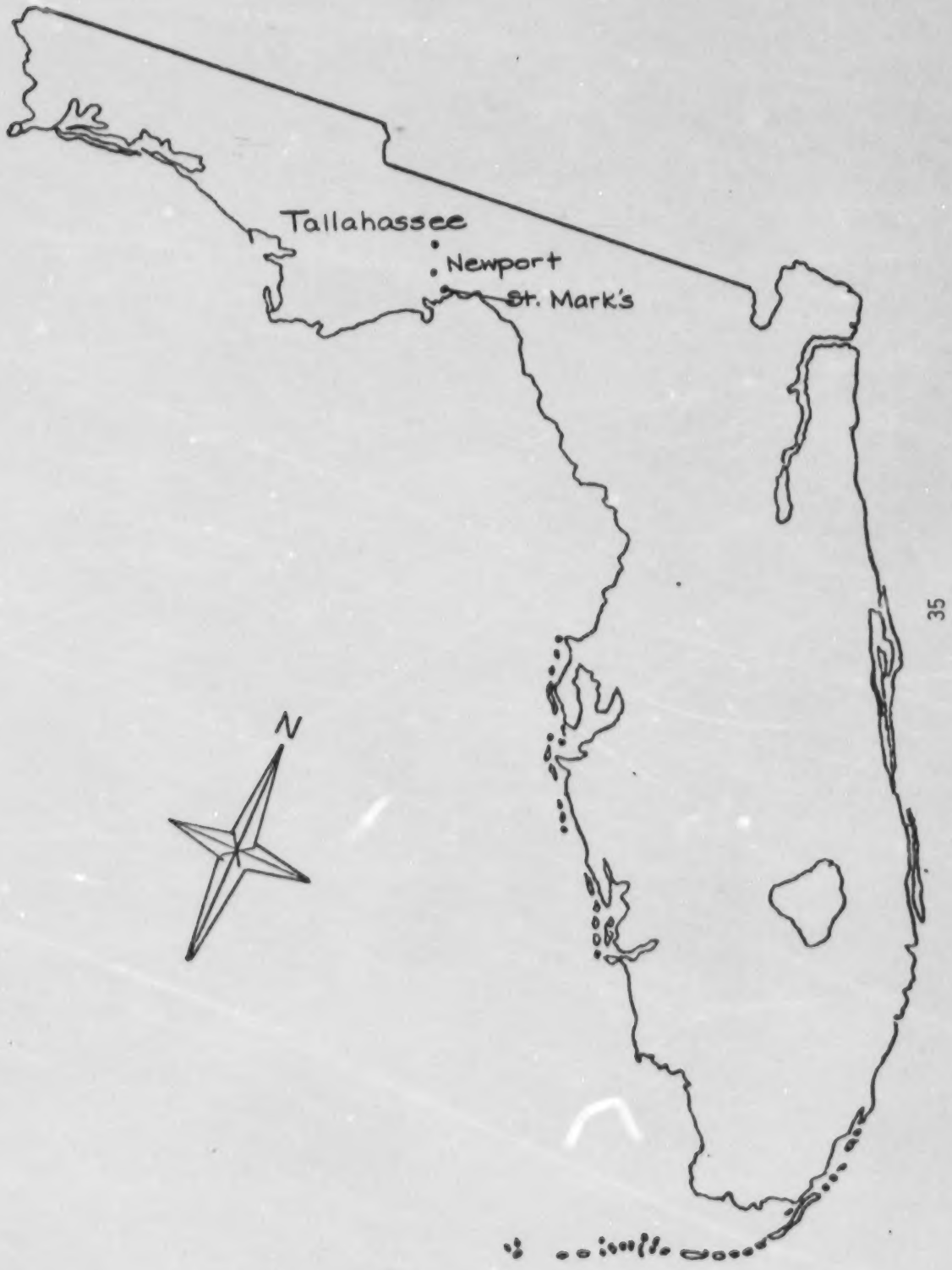
Florida Salt Works

1862




33

Baldwin
Jacksonville
Olustee
N
34


Tallahassee
Newport
St. Mark's
N
35

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.4 People influence the use of resources in their environment.

OBJECTIVE: 3.4.1 Given proper materials and directions, the student will describe why railroads were important in the development of Florida.

SUGGESTED ACTIVITIES

Materials

Activity sheets "Railroads Helped Florida".

Directions or Strategies

Using any textbook as a resource, the teacher will guide the class to complete the sentences for the first activity so that all six statements are true.

Having completed the first activity, the students will complete the crossword puzzle on their own.

Answer Key:

1. (1)-d (4)-a
   (2)-f (5)-e
   (3)-b (6)-c

2. Across
   2. railroads
   3. vegetables
   6. industries

   Down
   1. Flagler
   4. Plant
   5. tourists
   7. prosper
   8. built

RAILROADS HELPED FLORIDA

1. Complete the sentences below by using the following groups of words.

(1) Henry B. Plant _____.

(2) H.M. Flagler _____.

(3) Railroads _____.

(4) Tourists _____.

(5) Farmers _____.

(6) Industries in Florida _____.

a. came to Florida when railroads were built.

b. helped Florida prosper after the Civil War.

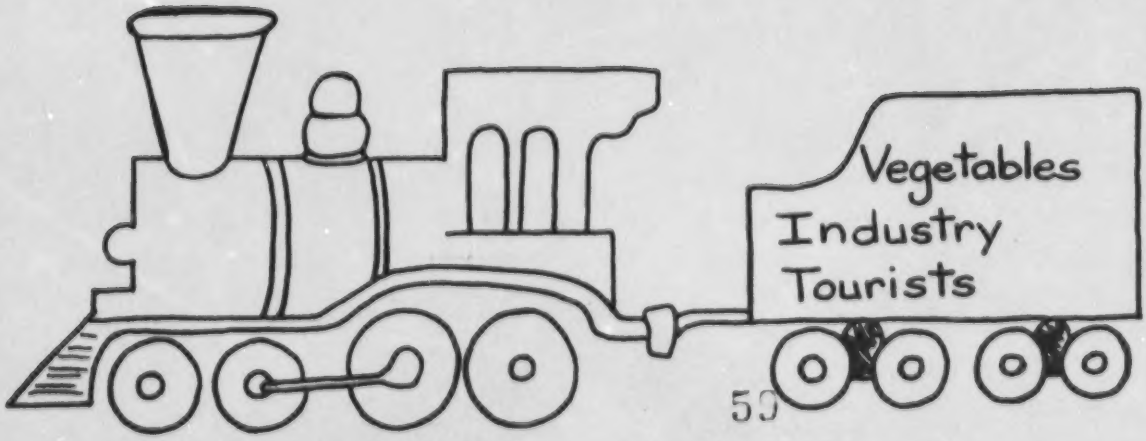
c. grew because of railroad construction.

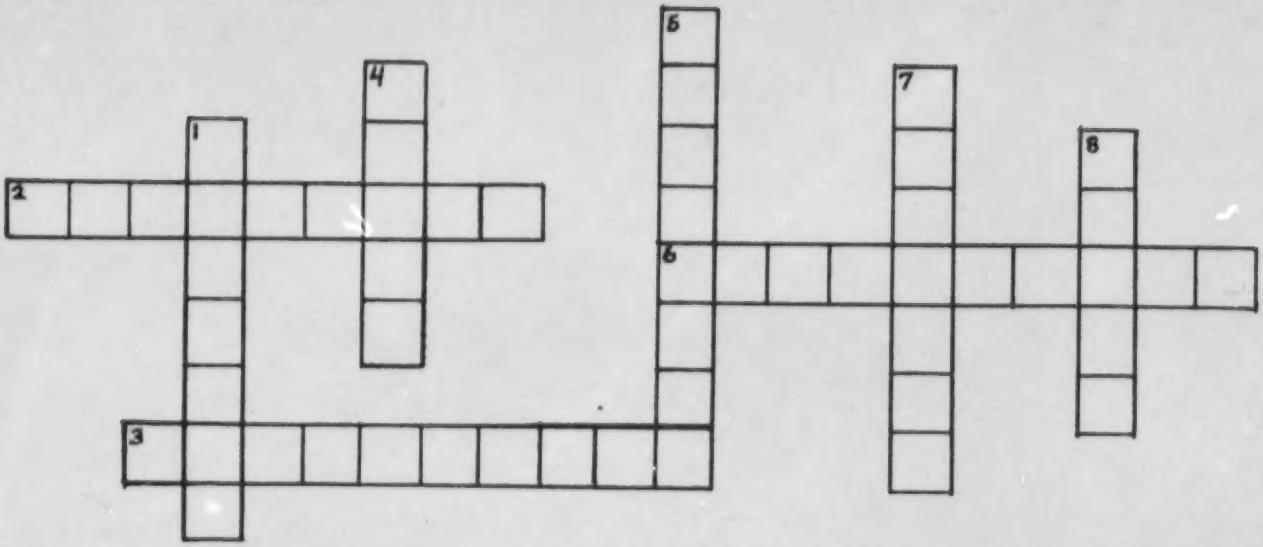
d. built his railroad from central Florida to Tampa.

e. could grow vegetables in south Florida and ship them to the north during winter months.

f. constructed his rails from Jacksonville to Homestead.

37





2. TRY THIS PUZZLE ABOUT THE IMPORTANCE OF RAILROADS TO FLORIDA

Across

2. A form of transportation important in the growth of Florida

3. Grown in south Florida during winter months

6. Grew because of railroad construction

Down

1. Built railroads along the east coast

4. Built railroads in central Florida

5. Persons who travel for pleasure

7. To do well, to be successful

8. Another word for constructed

RAILROADS HELPED FLORIDA

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.4 People influence the use of resources in their environment.

OBJECTIVE: 3.4.2 Given proper materials and directions, the student will list at least four major industries of Florida.

SUGGESTED ACTIVITIES

Materials

Copy of puzzle.

Directions or Strategies

Students will complete a word-find puzzle of Florida's major industries. Following work on this activity, have students list from memory four major industries of Florida.

FLORIDA INDUSTRIES

D R U G S A T O U R I S M B C D

O A E F G C I G A R S H E L L S

O S I S D O O F H I U J K L M S

F L N R G N I T N I R P O R P T

A A U V Y W X Y A B T C D I G E

E R O N K P M Z L H I J H G N F

S E L E C T R O N I C S A B I C

P N R S T W O O D U V A D E H F

A I R C R A F T D K J I T H T G

L M N T R S U V W U X Z A T O B

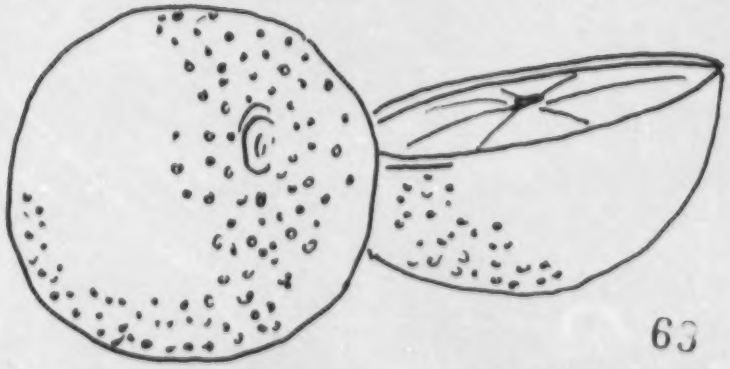
F O S L A C I M E H C N D O L C

O M I S S I L E P A R T S E C E

G H P K I L M E T A H P S O H P

F E R T I L I Z E R R A E P S T

Aircraft	Clothing	Foods	Seafood
Cattle	Dairy Products	Minerals	Shells
Cigars	Drugs	Missile Parts	Ships
Chemicals	Electronics	Phosphate	Tourism
Citrus	Fertilizer	Printing	Wood



GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME One Day

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida

SECONDARY IDEA: 3.4 People influence the use of resources in their environment.

OBJECTIVE: 3.4.2 Given proper materials and directions, the student will list at least four major industries of Florida.

SUGGESTED ACTIVITIES

Materials

Pages 1 and 2 of the Florida Industries crossword puzzle, dictionaries.

Directions or Strategies

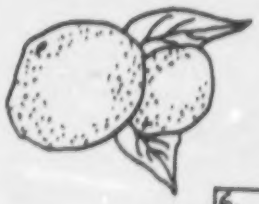
Give students the crossword puzzle of Florida Industries to work. Dictionaries may be used if needed.

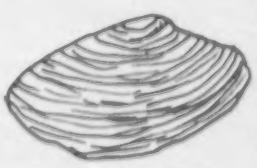
Answer Key:

Across
1. seafood
5. turpentine
6. chemicals
7. beefcattle
11. shellfish
13. minerals
15. agriculture

Down
2. fertilizer
3. tourism
4. vegetables
6. catfish
8. cigars
9. livestock
10. phosphate
12. lumber
14. pulpwood

Florida Industries Crossword





FLORIDA INDUSTRIES CROSSWORD

ACROSS

1. Food taken from the sea.
5. A liquid made by heating gum from pine trees.
6. Materials that cause changes in matter, such as acids.
7. Cows that are raised for meat.
11. Sea animals with shells, such as oysters, clams, and crabs.
13. Non-living matter found in the ground, such as iron ore.
15. The process of growing crops - farming.

DOWN

2. Plants need air, sunshine, water and a plant food called _____ in order to grow.
3. The business of attracting out-of-state visitors.
4. Plants grown for food, such as carrots and peas.
6. Fish with "whiskers" found in both fresh and salt water.
8. Tobacco leaves rolled together.
9. A name for cattle, sheep, and horses raised for sale is _____.
10. A rock formed from ancient bones of animals that is mined for fertilizer.
12. Smooth planks of wood used for building.
14. Wood that is used for making paper.

43

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME Two Days

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Florida.

SECONDARY IDEA: 3.4 People influence the use of resources in their environment.

OBJECTIVE: 3.4.3 Given proper materials and directions, the student will identify places in Florida that draw tourists and categorize them by: a. natural beauty, b. commercial, c. recreational, d. historical sites, e. sports.

SUGGESTED ACTIVITIES

Materials

Chart, resource books.

Directions or Strategies

Give students a chart of categories. (See chart on following page.) Have student find responses that correspond to the letters in the word "Florida". They may use any available classroom resources.

Possible answers are as follows:

Florida Plants	Florida Cities	Florida Products	Florida Attractions
1. Ferns	1. Fort Myers	1. Fertilizer	1. Festivals, Football
2. Lilac	2. Lake City	2. Lumber	2. Lake Wales
3. Orange blossom	3. Orlando	3. Oysters	3. Okefenokee Swamp
4. Rose	4. Rivera Beach	4. Redfish	4. Ringling Museums
5. Iris	5. Inverness	5. Indigo	5. Indian villages
6. Dogwood	6. Daytona	6. Dairy foods	6. Disney World
7. Azalea	7. Apalachicola	7. Animals	7. Atlantic Ocean

Categories

Sunshine State	Florida Plants	Florida Cities	Florida Products	Florida Attractions
F				
L				
O				
R				
I				
D				
A				

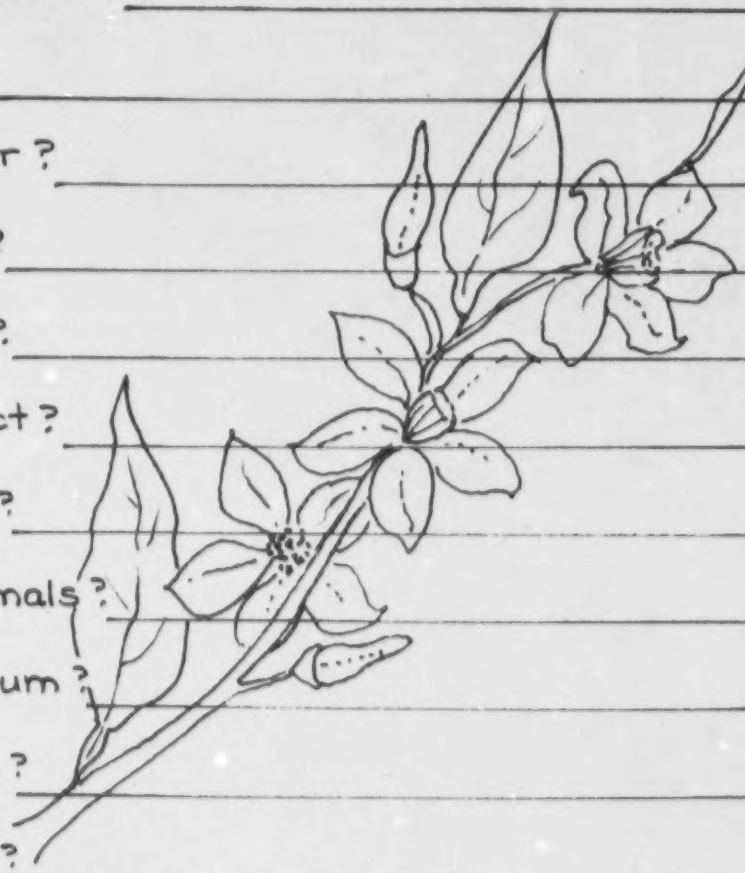
45

APPENDIX

Symbols of Florida

Find answers to the following. Use for reference The Florida Handbook, 1981-1982, pages 31-40.

1. State Nickname? _____
2. State Bird? _____
3. State Flower? _____
4. State Tree? _____
5. State Song? _____
6. State Insect? _____
7. State Shell? _____
8. State Mammals? _____
9. State Museum? _____
10. State Gem? _____
11. State Play? _____
12. State Beverage? _____



47

Answers

1. Sunshine State
2. Mocking Bird
3. Orange Blossom
4. Sabal Palm
5. "Old Folks at Home" by Stephen Foster
6. Praying Mantis
7. Horse Conch
8. Manatee and Porpoise
9. Ringling Museum of Art
10. Moonstone
11. "Cross and Sword" by Paul Green
12. Orange Juice

The outline map of Florida may be used in several different ways.

Some suggestions are:

1. Location of early tribes of Native Americans.
2. Routes taken by early explorers.
3. Location of capital and major cities.
4. Location of major rivers.
5. Division of counties.
6. Location of railroads.
7. Location of national and state parks.
8. Location of major tourist attractions.
9. Location of early highways.
10. Products and industries.
11. Five physical features: Western Highlands, Coastal Lowlands, Marianna Lowlands, Central Highlands, Tallahassee Hills.
12. Location of present day Indian reservations.

48

N

FLORIDA-SOMETHING FOR EVERYONE

R I N G L I N G M U S E U M S W A M P S D B A
G B N O I T A T N A L P Y E L S G N I K L U S
O S U N B A T H I N G F L O W E R S B C R S A
L P D C S P O N G E S N I H P L O D G D O C I
F R I A C F E R T I L I Z E R E L F N M W H L
G I S P H A U T O R A C I N G R G I I J S G I
Y N N I K L N L Y R T S E R O F N N L M U A N
R G E T G N O E A P Q R M W S T I U I V C R G
O S Y O N S W C E K X Y A S Z N H A A B R D C
T D W L I E E O F R E E R W G G S H S I I E J
I B O B R V W N E K S S I I G N I P M A C N L
R E R U U O A S R E T E N M M N F O S E F S G
R A L I T R T T U T A A E M P Q U T M V O C N
E C D L C G E R T A U W L I R S S O S E R E I
T H N D A E R U L M G O A N T I H L H R T D C
N E E I F G S C U I U R N G R N E U I G C A A
U S M N U N K T C L S L D U O L S S P L L R R
G U A G N A I I I C T D O S T K V T P A I K E
X W E X A R I O R Y I T I T R Z A E I D N E S
I B T C M O N N G D N D A A E F G E N E C Y R
S U R F I N G B A C E C P D E F G H G S H S O
Y B O R C I T Y I J K L A N I D N A N R E F H
M N F E S T I V A L S O P Q R S S H E L L S T

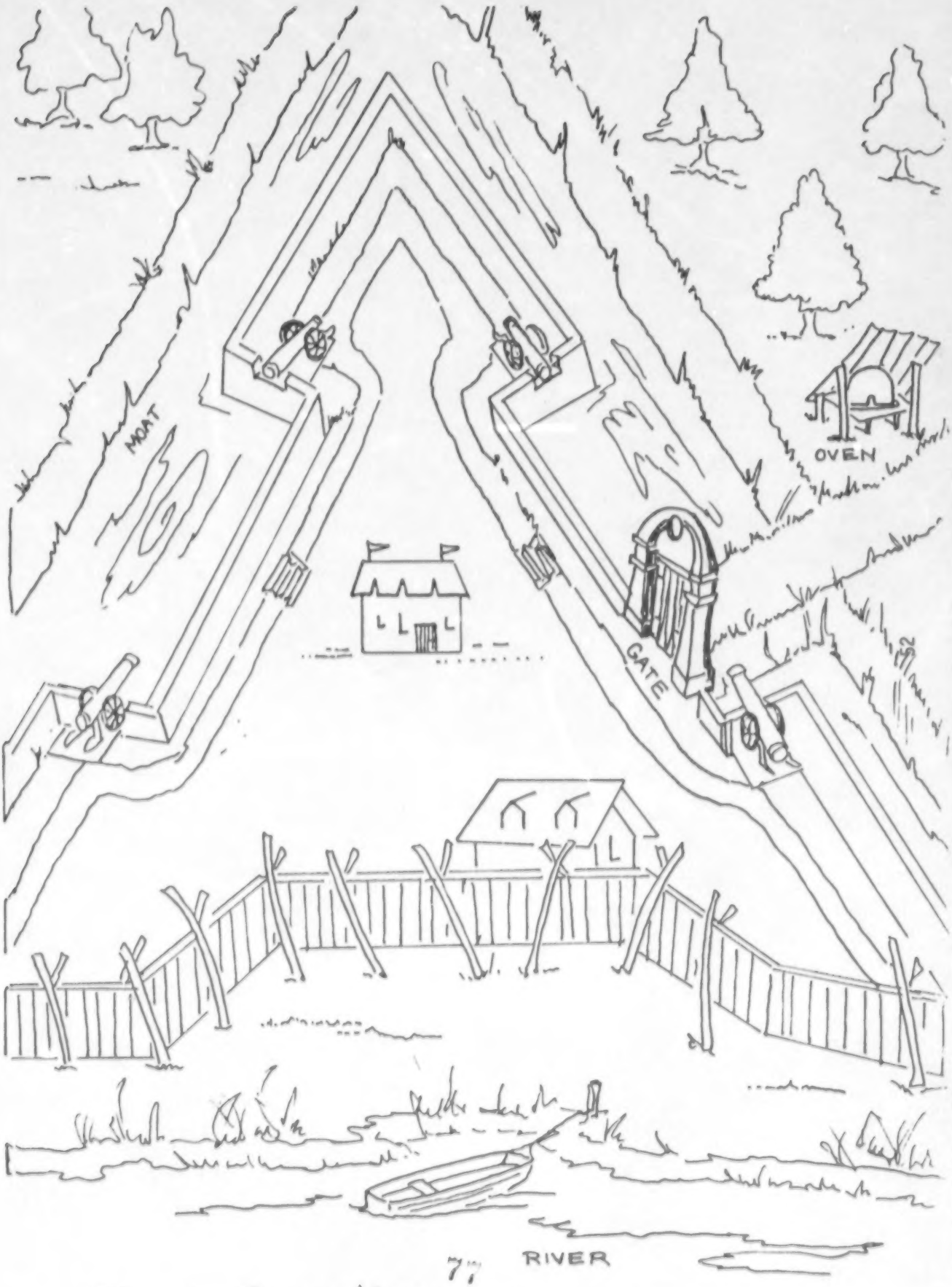
50

Florida- Something For Everyone

Here are 50 terms in alphabetical order. See if you can find them in the giant puzzle. Classify each term under one of the five headings listed below. There should be ten items under each heading. (Some items may fit more than one heading.) You decide which classification is best.

agriculture
auto racing
beaches
Busch Gardens
Buccaneers
camping
capitol building
cattle
Cedar Key
Circus World
climate
construction
Disney World
Dolphins
Edison home
Everglades
Fernandina
fertilizer
festivals
fishing
flowers
forestry
Fort Clinch
golf
horse racing
Kingsley Plantation
lakes
manufacturing
Marineland
mining
Olustee
orange groves
parks
Ringling Museum
sailing
Sea World
shells
shipping
Six Gun Territory
springs
sponges
St. Augustine
sunbathing
surfing
swamps
swimming
Tea Men
tourists
water skiing
Ybor City

Historical	Natural Beauty	Commercial	Recreational	Sports

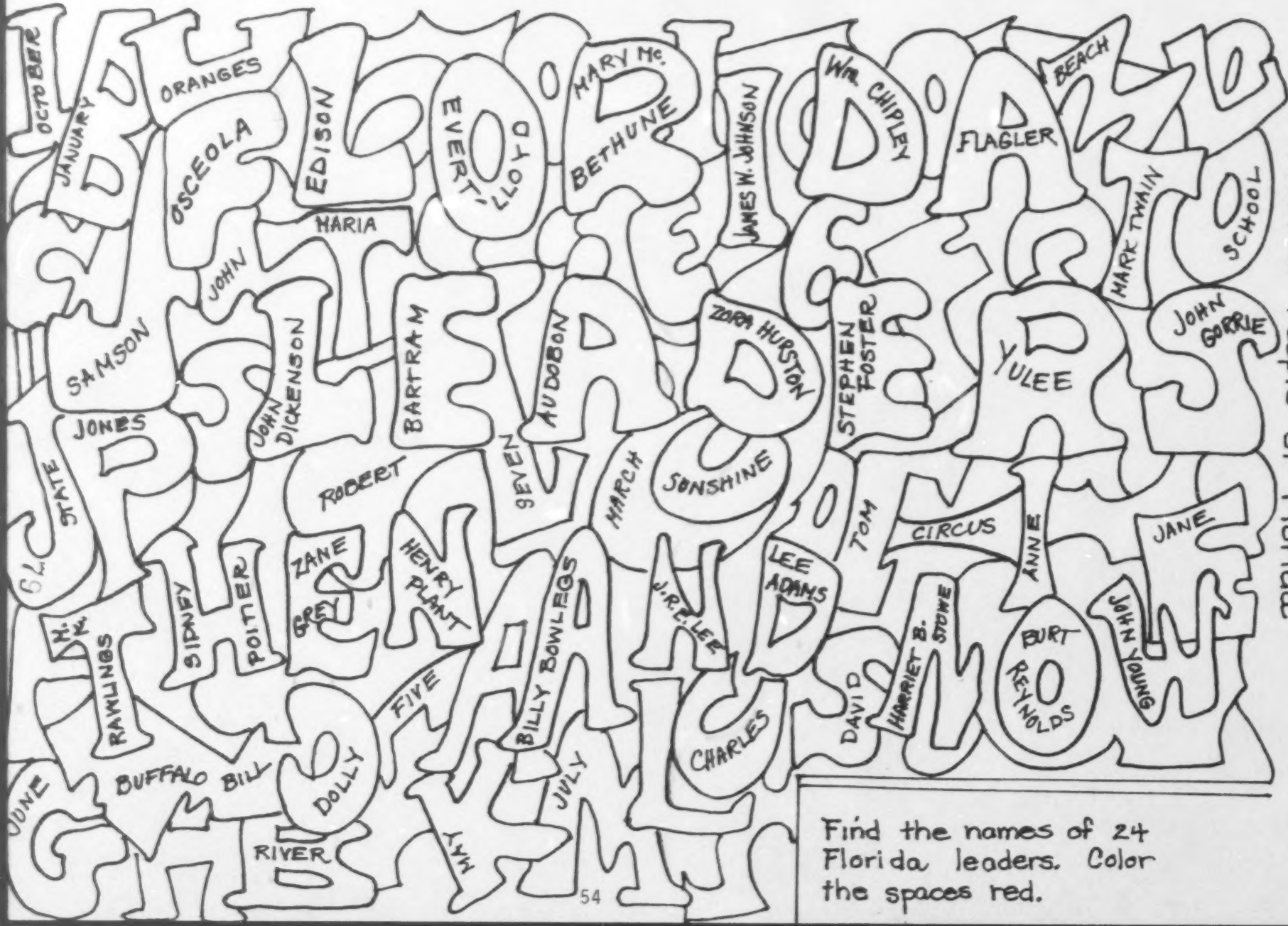


7

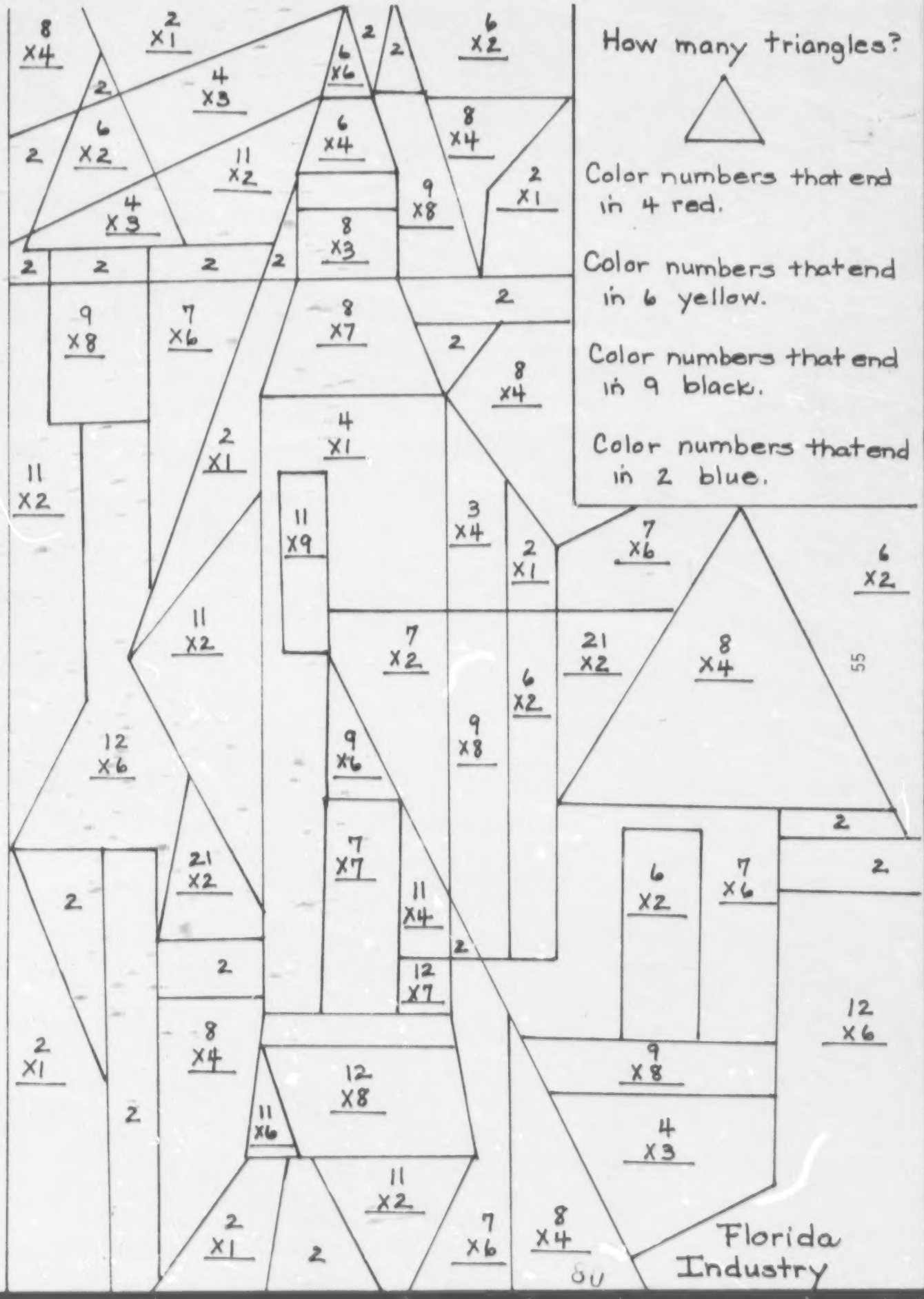
Fort Caroline - Original Plan

If number ends in 0, color yellow.
If number ends in 4, color brown.
If number ends in 5, color red.
If number ends in 8, color blue.

Florida Wildlife



Find the names of 24 Florida leaders. Color the spaces red.


How many triangles?
Color numbers that end in 4 red.
Color numbers that end in 6 yellow.
Color numbers that end in 9 black.
Color numbers that end in 2 blue.
Florida Industry
55
60

Florida Tourist Attractions

Read the clues on the left. Unscramble the letters to spell a Florida tourist attraction.

	Clues	Letters	Attractions
1.	Clown Makeup	CCUIRS DLOWR	_____ _____
2.	Dolphins' Home	MMAII	_____
3.	Oldest City	TS GUSTUANIE	__ _____
4.	Fantasyland	YEDNIS ORLDW	_____ _____
5.	Whale, Shark Show	NLDNRMAIEA	_____
6.	Edison's Home	TF YRMES	__ _____
7.	Firecracker 500	YDTNAOA	_____
8.	Seals, Dolphins, Fun	SAE RLDOW	___ _____
9.	Fla.-Ga. Football	OAGRT WOLB	_____ _____
10.	Buccaneers' Home	AATMP YBA	_____ ___
11.	Apollo XII	AEPC CNVRLAAAA	____ _____
12.	Glass-Bottom Boats	RIVELS PIGSNRS	_____ _____
13.	Shrimp Festival	NNNFRDEAIA	_____
14.	Naval Base	PRTMYAO	_____
15.	Greek Sponge Divers	TRPNAO PRNGSSI	_____ _____
16.	Swimming, Fishing	EEABCHS	_____
17.	Shell Collecting	BELISAN SLDNIA	_____ _____
18.	Family Recreation	TTSAE PRKAS	_____ _____

Florida Limericks

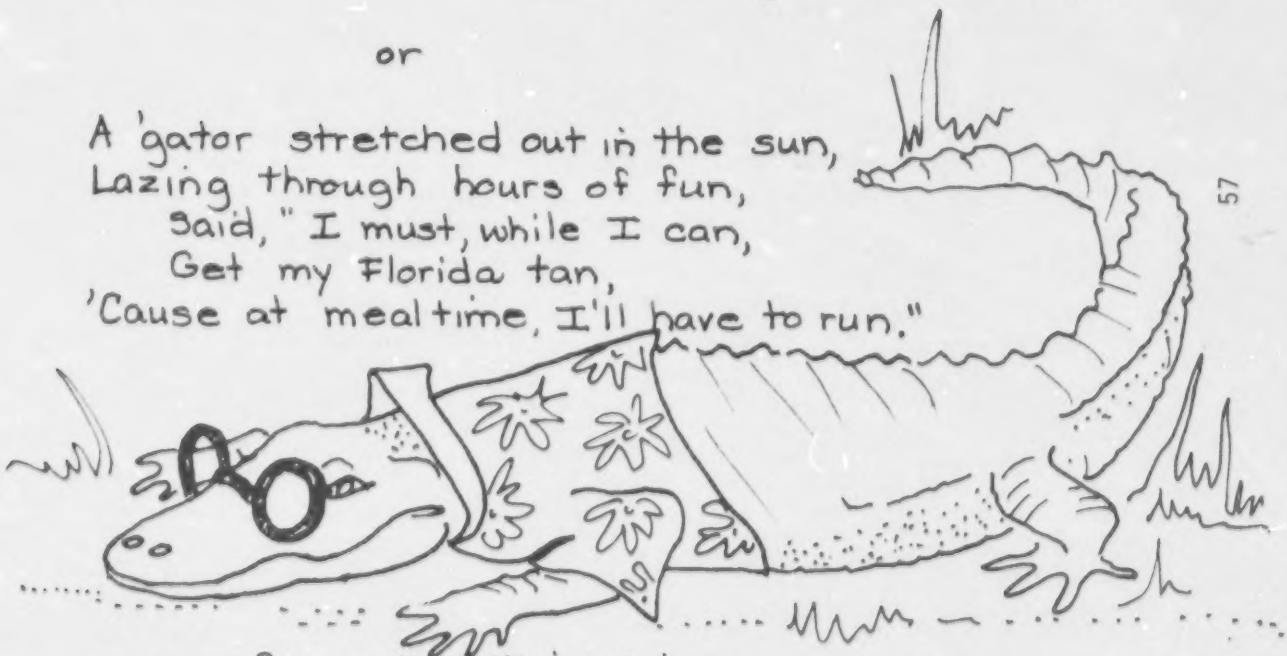
A limerick is a humorous five line poem. The first, second, and fifth lines rhyme. The third and fourth lines rhyme. There should be 8 or 9 syllables in lines one, two, and five and 6 syllables in lines three and four.

Example:

Ponce de Leon, our hero, was told
A story both secret and bold.
He discovered the truth.
There's no fountain of youth,
So he settled for Florida gold. (Sunshine, that is.)

or

A 'gator stretched out in the sun,
Lazing through hours of fun,
Said, "I must, while I can,
Get my Florida tan,
'Cause at mealtime, I'll have to run."



Suggested First Lines

We cruised down the St. Johns one day...

A Florida cowboy once bet...

A space ship shot into the air...

A crab wiggled by on the sand...

Seminole Name Puzzle

1. Name that means "runaways".

2. Where people live - their surroundings.

3. Some modern Seminoles have traded their chickees for a trailer or _____ _____.

4. The Seminole tribe is made of many different tribes of _____.

5. An important _____ in Seminole history is Billy Bowlegs.

6. _____ is a famous Seminole leader.

7. Seminoles live by tribal rules or _____.

8. Some Seminoles live in camps in a great forest called the _____.

9. Seminoles make a stew from venison called _____.

ANSWER KEY

Seminole Name Puzzle

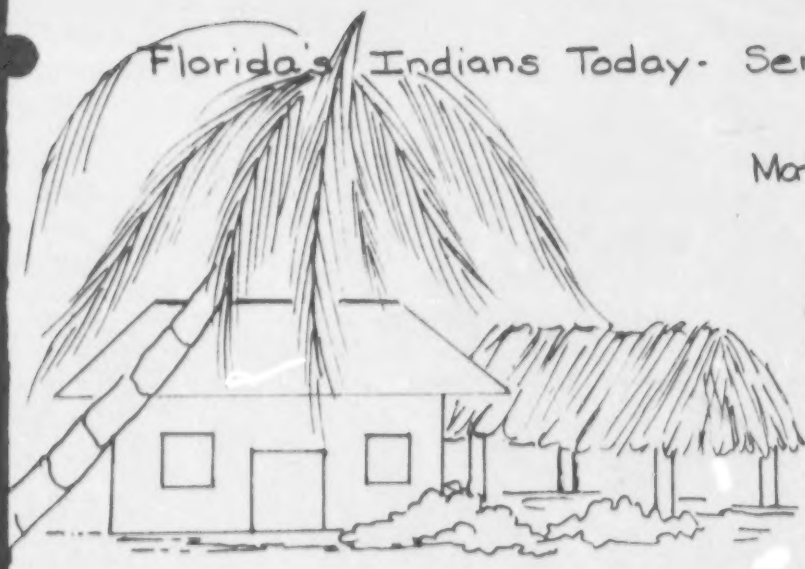
1. Seminoles
2. Environment
3. Mobile Home
4. Indians
5. Name
6. Osceloa
7. Laws
8. Everglades
9. Sofkee

Florida Indians Today

2 A.
6 B.
1 C.
4 D.
5 E.
7 F.
3 G.
8 H.

59

Florida's Indians Today- Seminoles and Miccosukees



Match the following:

1. Language
2. Reservations
3. Housing
4. Education
5. Religion
6. Income
7. Clothing
8. Recreation

____A. Big Cypress, Brighton, Hollywood, Immokalee, and between Miami and Naples on Highway 41.

____B. Most comes from renting their land. Other sources are cattle farming, the catfish industry, and tourists.

____C. At one time Seminoles spoke Creek or Muskogee, and Miccosukees spoke Mikasuki. Today most speak English.

____D. Students attend both reservation schools and public schools. About 20 students are in Florida colleges.

____E. Most Seminoles follow Christianity. Miccosukees follow their traditional religion.

____F. Some traditional "patchwork" clothing is worn. Most wear modern dress.

____G. Modern chickees have plyboard walls and electricity. Some people choose cement block or mobile homes.

____H. The Miccosukee Art Festival, the Seminole Tribal Fair, tournaments, and rodeos are popular.

FAMOUS FLORIDIANS

This is a partial list of people in Florida's history, past and present, who have made significant contributions.

1. John Audubon - Artist of Florida birds
2. Rick Barry - Basketball player
3. William Bartram - Naturalist of North Florida
4. Mary McLeod Bethune - President Emeritus of Bethune Cookman College
5. Julius Boros - Golfer
6. Billy Bowlegs - Indian chief during the third Seminole war
7. Napoleon Bonaparte Broward - Governor
8. William Chipley - Built railroads from Pensacola to Chattahoochee
9. Frederick Delius - Musician - Composer of "The Florida Suite"
10. Marjory S. Douglas - Author of Book "River of Grass"
11. Hamilton Disston - Bought Central Florida land for 25¢ an acre
12. Thomas Edison - Famous inventor
13. Henry M. Flagler - Built railroads to Miami
14. Stephen Foster - Wrote the State Song "Old Folks at Home (Way Down Upon the Swanee River)"
15. Jonathan C. Gibbs - First Black Secretary of State and State Superintendent of Education
16. Dr. John Gorrie - A doctor who invented the ice machine
17. Zane Grey - Short story writer
18. Robert Hayes - Track star and winner of an Olympic Gold Metal
19. Zora Neal Hurston - Poetess (from Eatonville)
20. James W. Johnson - Songwriter, wrote the Black National Anthem
21. Colin Kelly - World War II hero
22. J. R. E. Lee - Former President of Florida A & M University

23. Chris Evert Lloyd - International Tennis Champion
24. William D. Moseley - The First Governor of the State of Florida
25. General John Newton - Confederate General from Florida
26. Osceola - Seminole Indian Cheif
27. John Pennell - Pole vaulter
28. Henry Plant - Built the railroad to Tampa
29. Sidney Poitier - Actor who won an Academy Award
30. Marjorie K. Rawlings - Author of The Yearling
31. Burt Reynolds - Actor, Director
32. Luis Rodriguiz - Boxer
33. Edmund Kirby Smith - One of the seven full generals of the Confederacy
34. Harriet B. Stowe - Author of Uncle Tom's Cabin
35. Harry Truman - President who had his "Little White House" in Key West
36. William P. De Val - First Territorial Governor
37. John Williams - Picked Tallahassee for the capital
38. David Yulee - First U. S. Senator from Florida
39. Manuel de Zespedes - Spanish Governor of St. Augustine

62